Daily Lesson Plan

Previous Known Knowledge/Pre-Assessment

I will be assessing previous known knowledge by having a discussion period. Students will be asked to share what facts they learned today and I will use that as part of my assessment. I will make sure the material is broken down during the class period for a better understanding.

Topic: Biochemistry **Course:** Biology Grade Level: 9th Date: April 21, 2015

Standards Addressed

**HS-LS1-6.**

Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

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| **HS-PS1-2.** | Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties |

Teacher/Student Guide

The students will be taking notes in preparation for the unit exam and the characteristics of lipids, carbohydrates and proteins. The students should also be able to accurately term biochemistry and organic chemistry. I will also be expecting students to understand and describe each of these different topics. They will be identifying the amino acids and the difference between that and the other amino acids. Students should also have a brief understanding of the elements of life as well.

Overview

By the end of this lesson, the students will be able to distinguish between biochemistry and organic chemistry. They should also be able to distinguish between carbohydrates, lipids and proteins. Students should also be able to accurately term what these are and they should be able to define general characteristics of each sub topic. By the end of this lesson students should fully understand each area of biochemistry. I will be going over a generic PowerPoint over biochemistry and these sub topics and students will right down three to five things they learned and share with the class.

Outcomes-Methods

Students will be able to compare and contrast between lipids, carbohydrates, proteins, biochemistry and organic chemistry. Then they should be able to identify and accurately describe the periodic table and the idea of homeostasis. They will also understand metabolism and calorie amounts. The goal is that students become very efficient in these subjects. If this is the case they will be able to move on to the next unit. If the students come back with a high fail rate I will look at my method and consider student feedback and more in class practice. Students will then be able to not only remember but learn new important facts, but their participation when questioning period occurs is going to be graded as well.

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Accommodations (Homework, parents, athletics)

Students with an IEP that have troubles reading will be required to take down three to five facts as well. The students who have problems reading will still be required to participate in the questioning period and complete the test to the best of their abilities. Students with an IEP will also be able to complete all assigned work during our question and answer period at the beginning of class the next day.

Instruction (Notes, Review, Participation)

I will be assessing knowledge known by students throughout the unit. I will be testing the students’ knowledge of lipids, carbohydrates, proteins biochemistry and organic chemistry. After the assessment, I will be discussing the topic and what I expect the students to learn for the next chapter. I will be giving the students a few introductory questions about the next unit as well. The students will prepare for the next unit after we go through the test.

# Daily Lesson Plan Cont.

Reflection

I will be providing a reflection on the knowledge gained during and after the lesson was completed. I will be talking about what went right, what problems I encountered and what I will adjust if I had the opportunity to reteach the lesson again.

Duration

I will record the amount of time needed to complete this lesson in this area.

Teaching input modeling and understanding.

I will provide the information that the students need to gain knowledge of the skill lecture, video and pictures. I will be providing examples of what is expected for the end product of work. I will then be checking for understanding at the end to make sure students “got it” before moving on. If the skill is not understood I will plan to reteach the concept/skill.

Anticipatory Set

I am going to gain the students attention through a question and answer discussion with the class about previous known knowledge. The goal is to focus student attention on the lesson and to create an organizing framework of ideas and to gain a better understanding of the students known knowledge. I will gain their attention by grouping the students.